CENTENNIAL

TEACHER INFORMATION PACKET

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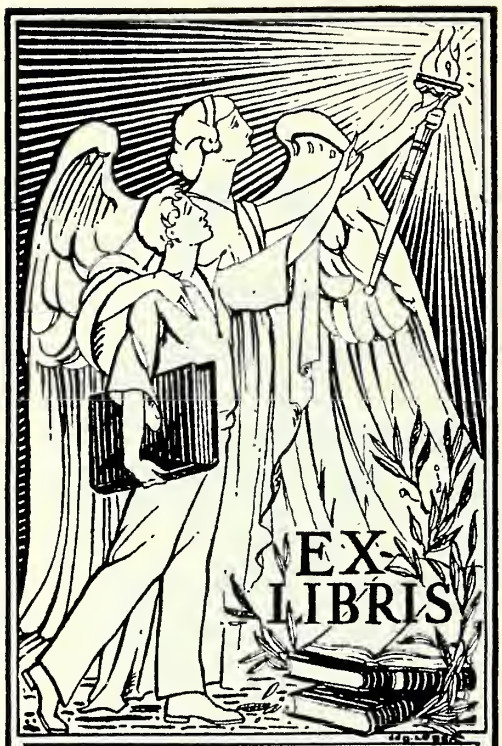
ced by: The Resource Development Office

er Writers: Eddie Gobble, Deaf Dept.
Karen Matheny, Blind Dept.



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FORMAL HISTORY OF FSDB

HISTORY: Florida School for the Deaf and the Blind

In 1882, a young deaf man, Thomas Hines Coleman, began looking for a field in which he could be most useful. He was soon to be graduated from Gallaudet College, Washington, D.C., the only college for the deaf in the world, and had previously been graduated from the South Carolina School for the Deaf and the Blind.

Upon discovering that Florida was one of the few states that had made no provision for the education of deaf and blind children, Mr. Coleman wrote to the Honorable W.D. Bloxham, the Governor of Florida, and found him favorable to the idea of establishing a school for hearing and visually handicapped children. Governor Bloxham requested that he be given information concerning the amount of appropriation needed, and all other pertinent information. The sum of $20,000 was suggested as a minimum appropriation.

The Florida Legislature of 1883 passed an act providing for the establishment of an institution for the blind, deaf and dumb. In 1883 St. Augustine was a progressive community, and when the Legislature advertised for bids for the location of this institution, St. Augustine made the best bid by offering $1000 in cash and five acres of land located in the northern part of the city. The land was donated by Captain Edward Eugene Vaill, a poineer of St. Augustine. Under the Legislative Act $10,000 was appropriated for each of two years.

The lowest bidder for the original three buildings was William A. MacDuff, who received the contract and erected three nice wooden buildings for the sum of $12,749. The buildings were completed in December 1884; however, pupils were not received until February 1885, which is considered the year of the founding of the school, one of the oldest educational institutions in the State of Florida.

The original name of the school was the School for the Blind, Deaf and Dumb. It was placed under the direction of a board of trustees composed of five members. In 1905 the name was changed to the Institute for the Blind, Deaf, and Dumb. It remained under the board of trustees until 1905 when the Buckman Act abolished the board of trustees and placed the school under the management of the newly created State Board of Control which also had supervision of the state university and college system. The 1909 session of the Legislature gave the school its present name. The school remained under the jurisdiction of the State Board of Control from 1905 until 1963, a fifty-eight year period.

The present Board of Trustees was established by the 1963 Florida Legislature. This Board consists of seven members and acts in conjunction with and under the supervision and general policies adopted by the State Board of Education. Henry D. Kramer of Jacksonville was the board's first chairman.

Up until 1892 the highest number of students enrolled at the school was 62 as compared to more than 750 today. The school has grown from three small buildings on five acres of land to 45 buildings on 70 acres of land, 30 of which were reclaimed by filling marshland during 1956-57. The school has grown from an original biennial appropriation of $20,000 to an annual operating budget of over $8,000,000.

In May of 1898 the first commencement was held. The only graduates, both deaf, were the late Artemas W. Pope of St. Augustine, and Miss Cora Carlton of Island Grove, who later became the parents of Senator Verle A. Pope.

Today the Florida School for the Deaf and the Blind is the largest school of its type in the United States.

(Source uncertain)
approx. 1967

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FSDB 1980 REPORT

From: Historic St. Augustine Preservation Board's Master File

ARCHITECTURE

The campus of the Florida School for the Deaf and the Blind at 207 San Marco Avenue consists primarily of two-story Mediterranean Revival structures, the oldest of which were built from 1915 to 1948. The campus is the largest Mediterranean Revival complex in the city. The stucco and brick finish, clay tile roofs, jigsawn rafters, and purlins are found consistently on the older buildings. Decorative brick work is frequently found as on the extant structure, the current audiology and media building constructed in 1915. The building has served many purposes including quarters for the help and a broom factory for vocational training of the blind. Hood brackets and a row of red crosses are distincitve features of the Hospital Building (1917). Wartmann Cottage, constructed in 1922, and Bloxham Cottage, built in 1924, are situated closest to San Marco Avenue and face a grassy, tree-lined park area. Distinctive features on the identical buildings are the baroque-style facades of the entryway. Two dormitories face each other across the grassy area, also identical structures with ornate baroque-style facades. Rhyne Hall was built in 1930 and McLane in 1936. An annex to the original Walker Hall still stands although the main portion of the building, built in 1908, was replaced with a new structure in 1970. The annex was added in 1948 and conforms to the original architectural style of the older buildings. In general, newer structures have maintained the Mediterranean style prevalent throughout the campus.

HISTORY

The present campus of the Florida School for the Deaf and the Blind is situated on a site once known as the Gianopoly Tract. The property consisted of land grants given by Spanish governor Enrique White to Domingo Segui in 1791, Juan Gianopoly in 1807, and Antonio Montero in 1808. Gianopoly eventually acquired the Montero and Segui properties resulting in a tract which included present day Orange Park subdivision, the school campus, Hopkins addition, part of Fullerwood Park subdivision and one block of Nelmar Terrace. The eastern portion of the tract is the site of the 18th century Indian village of Macaris.(1) In 1873 Juan Gianopoly's son, George, sold the land to Rosalie and Mathias Andreu whose heirs be-

(over)

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gan selling parcels of the tract around 1883 and 1884. The largest portion of the Gianopoly tract was purchased by Bartolo Genovar, a wealthy merchant and real estate speculator. Much of this land was eventually sold to the state for use as a campus. Various land transactions transpired which involved such notables as Captain Edward E. Vaill, owner of the St. Augustine Hotel, whose former land holding also constitues a portion of the present day school grounds.(2)

The vision of a school for the hearing and visually handicapped originated with Thomas Hines Coleman, a graduate of the South Carolina School for the Deaf and the Blind and of Gallaudet College for the deaf. After graduation in 1882, Coleman approached Florida governor W. D. Bloxham who was receptive to the idea of establishing a school in the state. Within a year the legislature voted to open an institution in this city. A $20,000 appropriation was granted for the first two years of operation of a facility called the School for the Blind, Deaf, and Dumb. Three wooden buildings were constructed off San Marco Avenue facing Genoply Street and by 1885 the first pupils arrived. The founding year of 1885 dates the school as one of the oldest educational institutions in the state.(3) The two-story frame buildings serving the early students consisted of two-story open front porches with a tower arising from at least one structure.

The school was initially headed by Park Terrell of Ohio. In 1893 the principalship was held by H. N. Felkel, father of Herbert Felkel, who served as editor of the St. Augustine Record for many years.(4) By 1899 school enrollment reached seventy and the need for expanded facilities was evident.(5) By 1908 a new building, known as Walker Hall was constructed in the center of the campus facing San Marco Avenue. The structure was named for Dr. Albert H. Walker, president of the school from 1906 until his death in 1927. Walker was the third generation of his family to devote his life to the education of the deaf and the blind. His father served as president of the South Carolina School for the Deaf and the Blind where Coleman received his diploma. During his tenure in office the school expanded significantly to include an industrial laundry for the Negro department.(6) [All of these buildings appear on the 1917 Sanborn Fire Insurance Map.] The help's quarters, still extant, was at one time a broom factory for the training of the blind.(7)

By 1924 two large buildings were constructed near San Marco Avenue. Wartmann Cottage for Children, named for Edgar L. Wartmann, a member of the board of control of Florida Institutions of Higher Learning, now serves as a dormitory and educational building for the multiply handicapped children. Bloxham Hall, named for the governor, contains classrooms and offices pertaining to the education of the preparatory grade deaf student. A boys' dorm, Rhyne Hall, named for supervisor Mary Rhyne, and a girls' dorm, McLane Hall, honoring instructor Willie McLane, were built shortly before 1930.(8) A service building was constructed in 1946 on the Negro campus and an annex to Walker Hall was added in 1948. Both buildings are still extant. In 1949 and through the 1950's numerous buildings and additions were constructed to accomodate the growing

student body. The 1960's saw numerous changes in the campus. The school became integrated in 1967. In 1965 new additions to the old hospital were dedicated to Thomas Hines Coleman. The twenty-bed capacity was increased to sixty-five.(9) One of the two attending physicians was Dr. Geroge C. Hopkins, Jr., the first pediatrician in the city, and who was the school physician for about twenty years. Other notable city residents who contributed to the health needs of the school include physicians DeWitt Webb and Arthur E. Underwood; and dentist, Charles C. Bagwell.(10) A new Industrial Arts building was dedicated in the 1960's, commemorating Artemus W. Pope. Pope and Cora Carlton, who later became his wife, were the first graduates of the school, receiving their diplomas in 1898.(11) A son, Verle Pope, served as state senator for a number of years giving strong support to the institution. A new complex which will be named in his honor is under construction on the site of the former Negro school buildings.

One well-known student of the blind department was musician, Ray Charles, who attended from 1942 to 1946. Mary Inez Mauldin, a graduate of the blind department, continued her education at Stetson University to become one of the first blind teachers to instruct sighted children in the public school system. Mrs. Mauldin is now a member of the Board of Trustees. Another graduate of the blind department, Robert Barnett, distinguished himself throughout his successful career as journalist and later became executive director for the American Foundation for the Blind in New York City.

Joey Manning, soon to graduate from the deaf department, has garnered numerous athletic honors including one of the top ten deaf athletes in the world.(12) Dean Pritchard, a deaf department graduate, continued her education and now teaches at Florida Junior College. She is a member of the Board of Trustees of the School for the Deaf and the Blind.

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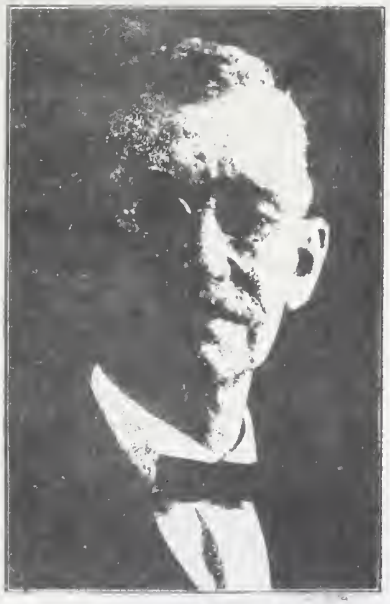

Hon. Thos. H. Coleman

Thomas Hines Coleman

founder of

THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Mr. Coleman was born in Ridgeway, South Carolina May 30, 1853. He graduated from South Carolina School for the Deaf and the Blind and then attended Gallaudet College.

A few months before his graduation from Gallaudet College in 1882, he wrote a letter to Governor William Dunn Bloxham (Bloxham Hall) about starting a school for the deaf and the blind in Florida. Bloxham was supportive and invited Coleman to help him with the legislation.

March 5, 1883 the Florida Legislature authorized the school (F.S.D.B.). Coleman was offered a position to be executive of the school. He declined it because of poor health, but accepted the position of chief teacher.

Mr. Coleman died September 13, 1924 and was buried on the South Carolina School for the Deaf and the Blind campus.

FLORIDA ASSOCIATION OF THE DEAF

CONDUCTED BY FRANK E. PHILPOTT

Organized in 1917 with these objects: 1. To educate the public as to the Deaf; 2 To bring the public into closer touch with the deaf; 3. To promote the social, material, moral and intellectual welfare of the Florida Deaf; 4. To co-operate in the development and extension of educational facilities for the deaf children of Florida and elsewhere; 5. To render every possible help to maintenance and growth of the State School for the Deaf and the Blind at Augustine. Address all communications and items for this page to Miss Martha Tison, Gainesville, or to Frank E. Philpott, Fort Lauderdale, Fla.

How I Came to Found the Florida School

An Address by Thos. H. Coleman before the Florida Association of the Deaf at its 1920 Meeting

A BRIEF HISTORY of the beginning of the Florida School may not be out of place at this time. The inspiration for it may have had its origin in a picture—that of Rev. T. H. Gallaudet, founder of the Hartford School—the first of its kind in this country. For five years at college, it became my habit in passing through the door from the chapel to the classrooms, or dormitory, to glance at this picture which hung on the wall near the door. What first impressed me was the similarity in our names, the initials, T. H., being the same, also the handwriting of both of us being partly similar, next the face and form of the picture both being benevolent.

But it was perhaps not until along about the middle of the five years that the question began to take shape in my mind. If T. H. Gallaudet began a school for the deaf, why should not T. H. Coleman do likewise? The blind were also included in my thoughts, which after that time became more serious and frequent.

THOS. H. COLEMAN
As he looked when he toured of the School

But where should the school be? At that time, if I remember rightly, Dakota, Utah, Arizona, Nevada, New Mexico, Florida, Wyoming, Idaho and Oklahoma and perhaps a few other states were without schools for the deaf and blind. Most of them have since been supplied by the efforts of classmates of mine, I think. The chief points of influence with me in favor of Florida were the facts that a sister of mine with her family was living in this state, and the mild climate.

Finally in the spring of 1882 (in April, I believe) a letter was written by me to the governor, Hon. W. D. Bloxham, broaching the subject of the school and its needs, as I had learned the census figures showed there were over a hundred of the deaf and blind in the state. The governor replied favorably, promising to bring the matter to the attention of the legislature which was to meet the following, January. Before that time the governor came to Washington and we met and discussed the school. After my graduation at the college for the deaf in Washington—now Gallaudet College—and a stay of a few months at home, I came to Florida in October, 1882, in order to be near during the session of the legislature.

My coming to Florida was solely in the interest of the school—not, as has been stated, for my health. An occasional correspondence was kept up between his excellency and myself in matters touching the school. Also with a few members of the legislature on problems that arose after the body met.

It was fortunate that I had one steadfast friend and supporter in Dr. E. M. Gallaudet, president of the college at Washington. One day in the class rooms, when informed that I had received a reply from the governor of Florida, and that he was favorable to the project of a state school, the good doctor expressed his pleasure and offered, if the letter were delivered to him, to also write the governor in my behalf. Subsequently his help was invaluable.

Just before the meeting of the legislature the governor wrote requesting me to procure for him the census statistics of the deaf and blind of the state. On referring this request to F. H. Wines, head of the census bureau, my recollection is he at first refused on the ground that such statistics were furnished only to high officials of the government, such as members of the cabinet, or congress, on account of the time, labor and expense involved.

Then an appeal was made to Dr. Gallaudet and in a short time desired statistics came by mail. Before sending them to the govenor, I made a copy, which, I think, was later left here at the school. At the time this was very valuable information for the state authorities and the legislature.

About this time the governor desired my views on the amount of the appropriation, buildings and the like. Twenty thousand dollars was the sum suggested as the minimum to begin with. As to buildings, being fresh from college I had neither time nor means to visit around among other schools. So Dr. Gallaudet was applied to for an opinion. He replied he thought the Maryland School would be a good model for the Florida School. That was how the latter was copied, in part at least, from the former. The plan was to erect three separate buildings, at first, and subsequently unite them by building between, as the need arose.

When the apropriation was available, the supervision of building operations devolved upon Hon. A. J. Russell, state superintendent of education. At the same time he

had the same responsibility for the erection of an agricultural college. So his burden was a heavy one. The time consumed in building was from early in 1883 to early in 1885. The name of the firm of architects in Jacksonville who actually constructed the buildings has escaped my memory.

Part of the press of the state, at least, was favorable to the school, and printed articles sent, as well as giving favorable editorial notices. Of the papers to which I had access at Mandarin were the *Times* and the *Union*, of Jacksonville, both before and after they became consolidated into one paper, and the *Floridian*, of Tallahassee. Once, when a copying substance was desired, the formula was promptly furnished on request by Dr. Hotchkiss of Callaudet College. Dr. Fay of the same college also commended the enterprise.

In this brief history of the school I have tried to give honor and credit to all whom they were due, for assistance. But after thirty-five years mistakes and omission can naturally be expected. But it is great happiness to be at the school again.

Though I have been absent in body, my spirit has been with you. St. Augustine was chosen as the location of the school after due consideration of all parties competing for it.

During the first months of my stay in Florida, my sister and her husband, the late Dr. H. C. Coleman of Mandarin, not only gave me their prayers, sympathy and encouragement, but care in sickness and occasional financial assistance.

Editor's Note—The school was opened in the early part of February, 1885. Mr. Coleman, declining the position of head on account of health, was elected to the position of chief teacher. He was, however, acting head till the arrival of the new principal, Mr. Park Terrel several weeks later. So Mr. Coleman is the founder of the Florida School for the Deaf and the Blind in the true meaning of the word. All honor to Mr. Coleman!

NAME CHANGES FOR F.S.D.B.

Our school has had its name changed several times in history.
When the first legislation was passed to open the school, the name was Institute for the Blind, Deaf and Dumb.
In 1903, the legislature named the school Florida School for the Blind, Deaf and Dumb. In 1905 they changed the name back to Institute for Blind, Deaf and Dumb.
The present name, The Florida School for the Deaf and the Blind, was authorized by the 1909 legislature and it has been the same ever since.

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OPENING AND THE FIRST YEARS

F.S.D.B. started the first biennal with a $20,000 appropriation. Approximately $12,000 was spent to build the first three school buildings. They were located on where the Verle Pope Complex is now. The first F.S.D.B. campus was modeled after the Maryland School for the Deaf, as suggested by Edward Miner Gallaudet, president of National Deaf-Mute College (now Gallaudet College).
To date almost no documentated history has been uncovered on the history of F.S.D.B. between the years of 1884 and 1893.

F.S.D.B. GROUNDS: THE GIANOPOLY TRACT

Earliest history shows that the campus is a part of land grants given by Enquire White, Spanish governor, to Domingo Segui in 1791, Juan Gianopoly in 1807 and Antonio Montero in 1808.

Gianopoly eventually acquired property from Segui and Montero. The property is known as the Gianópoly Tract. Gianopoly's son later sold the land and ownership of the land exchanged several times until the 1880s.

When the Florida Legislature authorized establishment of a school for the deaf and the blind St. Augustine won the bid to have the school located in St. Augustine. As of July 1984, research has not been done on what other cities were bidding against St. Augustine. St. Augustine offered five acres of land, plus $ 1,000. Captain Edward Eugene Vaill (Vaill Hall), owner of the St. Augustine Hotel, was the owner of the five acres.

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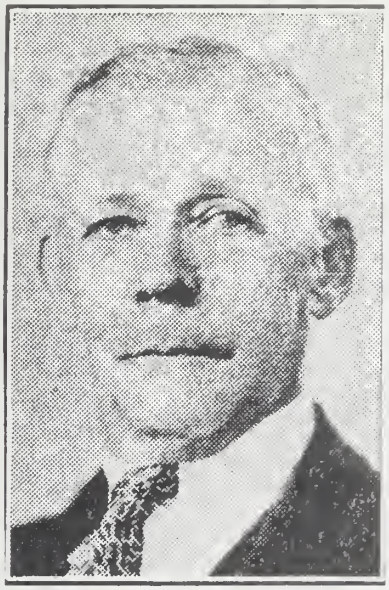
FIRST GRADUATES

	Deaf	1898	Artermas W. Pope
			Cora Carlton (Mrs. A. W. Pope)
	Blind	1908	DeWitt Lightsey
*	Blind (black)	1914	Louise Jones
*	Deaf (black)	1925	Cary White

*Acknowledgement of race here is for recognition of historical fact only, and is in no way intended to reflect prejudice of any kind.

Our First Graduates



A. W. Pope

Mrs. A. W. Pope (Deceased)

DeWeitt T. Lightsey (Deceased)

Mr. and Mrs. A. W. Pope, long-time resident of St. Augustine, were the first graduates from the deaf department of the State Schol for the Deaf and the Blind. Mrs. Pope (now deceased) was prior to her mariage, Miss Carlton. She was one of the ardent workers for the Dixie Home for the Aged Deaf, located at Moultrie, and was largely instrumental in getting it located near St. Augustine. Mr. Pope is one of the most valued employes of the Record Company, St. Augustine. He has been with this company for many years. Mr. Pope has the interest of his fellowmen at heart and is giving much of his valued service in the aid of the Dixie Home for the Aged Deaf. Mr. Pope is president of the local chapter of the Dixie Association of the Deaf and is also secretary of the local division of the National Fraternity of the Deaf.

Dr. DeWitt T. Lightesy of Bartow, Florida (deceased 1917), was the first graduate of the department for the blind of the State School for the Deaf and the Blind. Dr. Lightesy received his diploma from the Florida School in the spring of 1908, and his degree of doctor of osteopathy from the American College of Osteopathy in Kirksville, Mo., in the spring of 1912. He practiced osteopathy successfully in his native town until 1917, when he succumbed to influenza.

The above picture shows him in cap and gown, taken at the time of his graduation at Kirksville.

EXECUTIVE HEADS OF FLORIDA SCHOOL FOR THE DEAF AND THE BLIND SINCE ITS FOUNDATION

Park Terrel, Superintendent, 1885-1890.

W. A. Caldwell, Superintendent, 1890-1893.

H. N. Felkel, Superintendent, 1893-1897.

Frederick Pasco, Superintendent, 1897-1900.

W. B. Hare, Superintendent, 1900-1906.

Albert H. Walker, President, 1906-1927.

W. Laurens Walker, Jr., Acting President, November 22, 1927, to July 1st, 1928.

Alfred L. Brown, President, 1928-1932.

Clarence J. Settles, President, 1932—

EXECUTIVE HEADS

1885 - 1890	Park Terrel
1890 - 1893	W. A. Caldwell
1893 - 1897	H. N. Felkel
1897 - 1900	Frederick Pasco
1900 - 1906	W. B. Hare
1906 - 1927	Albert H. Walker
1927 - 1928	W. Laurens Walker, Jr.*
1928 - 1932	Alfred L. Brown
1932 - 1952	Clarence J. Settles
1952 - 1966	John M. Wallace
1966 - 1967	Paul C. Bird*
1967 - 1981	William J. McClure
1981 - 1982	Tuck Tinsley, III*
1982 -	Robert T. Dawson

* Denotes interim

Note: Information was readily accessible on only Dr. Settles and Mr. Walker. Further research will be conducted to collect information on each of our executive heads. That information will be made available to you as it is compiled.

Albert H. Walker

That infinitely small causes often lead to world-important movements and result in achievements entirely out of proportion to the impelling influence, is evident in the life record of Albert Hayne Walker, president of the Florida School for the Deaf and the Blind. It was a small, unfortunate boy - a deaf mute to whom Newton Pickney Walker, the grandfather, reached out with ready sympathy in his desire to help him carry his heavy burden and in whom he became interested, that led to the establishment of a class for instruction of the ones thus afflicted and from this class sprang a school, and there from, a great state institution in South Carolina; further still the effect carried, for it decided the father in devoting his life to the sake of the same cause and again, his sons, among them our subject, followed in his worthy footsteps. Three generations of the Walkers have given all talents, all their efforts,to bring a ray of happiness into the dead silence and the eternal night of unfortunates and have helped them to bear their burden more lightly by making of them useful members of society and giving them an interest in life along which they may become proficient despite their handicap, bringing to them that spirit of contented resignation with an inexorable fate.

Albert Hayne Walker was born in Spartanburg, South Carolina, March 27, 1870, a son of Dr. N.F. and Virginia (Eppes) Walker, the former a native of Spartanburg,South Carolina and the latter of Laurens in the same state. They now make their home at Cedar Spring, South Carolina, where is located the state school for the deaf and the blind, of which the father is president, being ably assisted by his son, William Laurens, who has charge of the active management of the institution. The Rev. Newton Pickney Walker, grandfather of our subject, had the distinction of being the founder of this school, which was the twelfth of its kind in the United States. The grandfather was a native of South Carolina and in early life a clergyman of the Baptist church. He married Martha L. Hughston and it was through a brother of his wife, John Marion Hughston, that his attention was called to the fate of the deaf and dumb. This brother passed away Thanksgiving Day, 1912, at the age of eighty years. He was deaf from birth and the grandfather decided to educate him, and to better equip himself for the task visited the only state school for the deaf and blind then in existance, at Hartford, Connecticut, where he acquainted himself with the methods there pursued and so on his return began to give instruction to the boy. Soon other pupils came to attend the lessons and a class was founded and grew in numbers. The state, recognized the importance of Mr. Walker's endeavors, decided upon the establishment of a state institution and made him the

ALBERT HAYNE WALKER (continued)

first superintendent of the same. The grandfather devoted the rest of his life to that work, passing away during the time of the Civil War. Dr. N. F. Walker,the father of our subject, was serving at that time in the cause of his country in the Confederate army and upon the death of the head of the institution, was called home to succeed to the office of president of the South Carolina State School for the Deaf and the Blind, which position he has ever since held,having brought about a number of improvements and innovations and instituted new methods which have resulted in perfecting a system for instruction that is second to none in the country. Dr. Walker has studied the question from various points and has gathered a great deal of material from experiences of other men who work along the same line and practices pursued in other institutions, instituting such measures in the management and the courses of instruction as will result in the greatest good. Dr. and Mrs. Walker were the parents of five children; Horace Eppes, who ably serves as head of the educational department of Tennessee State School for the Deaf; Albert Hayne, of this review; Newton Pickney, whose hopeful career was cut short by the hand of death in 1894; William Laurens, who has charge of the active management of the South Carolina state school under the presidency of the father; and Virginia Eppes, the wife of Robert M. Hitch, of Savannah, Georgia.

Albert Hayne Walker grew to boyhood under the beneficial influences of father and mother and early in life became imbued with the spirit of helpfulness toward his less fortunate brothers, with whom he came often in contact. He received his preparatory education in the Wofford Fitting School at Spartanburg, South Carolina, and subsequently graduated from the State University of South Carolina with the degree of A.B. in 1890. The success his father had attained along his line of endeavor decided him in his career and he accepted the position of teacher in the Texas School for Deaf and Dumb, remaining in that connection for six years and removing from there to the Tennessee School for the Deaf, where he acted as head teacher until he came to Florida in 1902 in the capacity of principal of the educational department of the state school. His able services along this line were soon recognized and in 1906 he was appointed to the position of president. He has instituted a number of innovations which have proven greatly to the benefit of the pupils and bring about results which only a few years ago were not even thought of. The instruction received in the school is so thorough and carefully selected that its pupils become useful members of society in the truest sense of the word and to this result the highly laudable endeavors of President Walker have in a large measure contributed.

Mr. Walker, in 1896, was married to Miss Betty Rawlings, of Columbia, South Carolina, a daughter of J.B. and Mary J. Rawlings,residents of Virginia. Mr. and Mrs. Walker are the parents of two children, Virginia Eppes and Lilah Octavia. Capable,earnest and conscientious in the performance of his duties, Mr. Walker has demonstrated his ability to ably fill the important position to which his state has called him and his sincere efforts are deeply appreciated by all who are cognizant thereof. He has become an authority in his line and his advice is often sought by heads of other institutions. A kindly man of even tenor, he meets everywhere with appreciation and the people of St. Augustine who come in touch with him are ever ready to accord him their deep respect.

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Text taken from Florida Past, Present and Future by George M. Chapin, pp 348-351.

Dr. Clarence J. Settles

An educator of national note, Dr. Clarence Jacob Settles is particularly well known and honored for his work among the deaf and blind. After careful preparation for the work he had chosen, Dr. Settles gained a broad experience in several institutions and states before coming to Florida to become the president of the Florida State School for the Deaf and the Blind in St. Augustine. He was a scientist, educator and humanitarian, outstanding for his learning, professional ability and devotion to a group which always must receive the best attention that the State and philanthropists can give.

Dr. Settles was a native of Columbia, Missouri, born March 14, 1888, son of John William and Ella (Dudding) Settles. His father, for the most of his life a planter, was born in Warren County, Virginia, in 1854. The mother is a native of Crawfordsville, Indiana, born in 1863. After being a student in the public schools of Fulton, Missouri, Dr. Settles entered Westminster College in that State, from which he was graduated in 1910. He then matriculated at Gallaudet College, Washington, D. C., from which he received his Master's degree in Arts in 1914. He was honored with the degree of Doctor of Philosophy in 1932 by Webster College, Atlanta, Georgia. His first experience along the line of endeavor he afterward followed was in the School for the Deaf at Knoxville, Tennessee. After a year he went with the Pennsylvania School for the Deaf in Philadelphia, Pennsylvania.

CLARENCE JACOB SETTLES, Ph.D. (continued)

World War I brought a pause in Dr. Settles' teaching work, for he enlisted for service and was assigned to the Intelligence Corps, and was overseas for fifteen months. Honorably discharged in the spring of 1919, he returned to the Pennsylvania School and remained until 1922 as an instructor. He then resigned to accept a call to act as head of the Arizona School for the Deaf and the Blind at Tucson, in that State. Two years later he took over the charge of the Deaf and Blind School at Gooding, Idaho, where he served with unusual success for ten years. In September 1932, Dr. Settles became president of the Florida State School for the Deaf and the Blind. He accomplished a work that has been received with wide acclaim.

He was a member of the American Instructors of the Blind; of the American Instructors of the Deaf; and the American Association to Promote the Teaching of Speech to the Deaf. He was president of the St. Augustine Rotary Club in 1935, and a member of St. John's Post No. 37, American Legion of St. Augustine, and the Veterans of Foreign Wars. Fraternally Dr. Settles was affiliated with Keystone Lodge, No. 243, Free and Accepted Masons of St. Louis, Missouri; Chapter No. 68, Order of the Eastern Star, St. Louis; Arizona Consistory No. 1, Ancient Accepted Scottish Rite, of Tucson, Arizona; and Morocco Temple, Ancient Arabic Order Nobles of the Mystic Shrine of Jacksonville, Florida. His religious connections were with the Ancient City Baptist Church of which he was an officer.

On January 18, 1922 Dr. Clarence Jacob Settles married Katherine H. Fike of Scranton, daughter of Dr. George A. and Eva (Stone) Fike. Dr. and Mrs. Settles were the parents of two children, 1. Catherine Stansbury, born January 21, 1925. 2. Clarence Jacob, Jr., born June 10, 1936.

Text taken from The Story of Florida by William T. Cash, Vol. III, pg. 18.

CHRONOLOGY OF SELECTED IMPORTANT EVENTS IN AMERICAN HISTORY OF THE EDUCATION OF THE DEAF

1755	Charles Michel Abbe de l'Epee established first free school for the deaf in the world, in Paris, France.
	Samuel Heinicke established first oral school for the deaf in the world, in Germany.
1760	Thomas Braidwood opened first school for the deaf in England.
1780	Charles Green of Boston became one of the first deaf Americans to get formal education in Scotland.
1803	Francis Green, father of Charles Green, wrote an article recommending founding of a school for the deaf in America.
1807	Rev. John Stanford discovered deaf children in a New York City almshouse and tried to teach them.
1812	John Braidwood began teaching a private class of deaf children at Bolling Hall in Cobbs, Virginia.
1814	Thomas H. Gallaudet met Alice Cogswell.
1815	Colonel Bollings expanded his class to the public.
	Thomas H. Gallaudet traveled to Europe to search for methods to teach the deaf.
1816	Laurent Clerc returned to America with Thomas H. Gallaudet.
1817	Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons opened in Hartford on April 15. It is the first permanent school for the deaf. Later the name was changed to American School for the Deaf.
1818	New York School for the Deaf opened. (Fanwood)
1820	Pennsylvania School for the Deaf opened.
1823	The Kentucky School for the Deaf opened. It is the first state-supported school for the deaf.
1829	The Ohio School for the Deaf opened.
1837	St. Joseph's School for the Deaf opened. It was the first Catholic school for the deaf in America.
1839	The Virginia School for the Deaf and the Blind opened. It was the first dual school.

CHRONOLOGY OF SELECTED IMPORTANT EVENTS IN AMERICAN HISTORY OF THE EDUCATION OF THE DEAF (continued)

1843	The Indiana School for the Deaf opened.
1845	The Tennessee School for the Deaf opened.
	The North Carolina School for the Deaf opened.
1846	The Illinois School for the Deaf opened its doors.
	The Georgia School for the Deaf opened.
1849	South Carolina School for the Deaf opened.
1851	The Missouri School for the Deaf opened.
1852	Wisconsin School for the Deaf opened.
	Louisiana State School for the Deaf opened.
1854	Mississippi School for the Deaf opened.
	Michigan School for the Deaf opened.
1855	Iowa School for the Deaf opened.
1856	The Texas School for the Deaf opened.
	The P.H. Skinner School for the Colored Deaf Children opened in Niagara City, N. Y.
1857	Kendall School for the Deaf opened.
1858	Alabama School for the Deaf opened.
1859	St. Mary's School for the Deaf opened in Buffalo, N.Y.
1860	California School for the Deaf (Berkeley) opened.
1861	The Kansas School for the Deaf opened.
	The Minnesota School for the Deaf opened.
1864	Gallaudet College opened.
1867	Lexington School for the Deaf (New York City) opened.
	Clarke School for the Deaf opened.
1868	The Maryland School for the Deaf opened.
	Western Pennsylvania School for the Deaf opened.
1869	The Nebraska School for the Deaf opened.
1870	The West Virginia School for the Deaf opened.
	The Oregon School for the Deaf opened.

CHRONOLOGY OF SELECTED IMPORTANT EVENTS IN AMERICAN HISTORY OF THE EDUCATION OF THE DEAF (continued)

1880	The National Association of the Deaf was organized.
1884	The Utah School for the Deaf opened.
1885	New Mexico School for the Deaf opened.
	The Florida School for the Deaf and the Blind opened.
1887	Gallaudet College accepted women students for the first time.
1889	North Dakota School for the Deaf opened.
1901	National Fraternal Society of the Deaf was formed in Michigan.
1911	The Arizona School for the Deaf and the Blind opened.
1916	The Central Institute for the Deaf opened in St. Louis.
1923	The Florida Association of the Deaf was organized.
1942	The John Tracy Clinic opened.
1945	The American Athletic Association for the Deaf was organized in Akron, Ohio.
1954	The California School for the Deaf, Riverside, opened.
1956	The Wyoming School for the Deaf opened.
1958	Captioned Films for the Deaf was begun.
1960	Junior National Association of the Deaf was organized.
1964	The Registry of Interpreters for the Deaf was organized in Munice, Indiana.
	Robert H. Weitbrecht invented the telecommunication device for the deaf.
1965	The Eastern North Carolina School for the Deaf opened.
1966	St. Petersburg Junior College opened the program for the Deaf.
1967	National Theatre for the Deaf was established and went on its first national tour.
1968	The National Technical Institute for the Deaf opened.
	The Model Secondary School for the Deaf opened in Washington,D.C.
1976	Line 21 was authorized by Federal Communications Commission for closed-captioning television programs.

See the Bibliography section of this packet for sources of information.

SELECTED CHRONOLOGY OF F.S.D.B. HISTORY

1883 March 5
The Legislature of Florida passed a bill, Chapter 345D (No. 38), authorizing a school for the deaf and the blind. The school was named The Institute for the Blind, Deaf and Dumb. The exact date the governor signed the legislation has not been officially documented.

1884-1885 First three school buildings were erected on the location between where McLane Hall and Walker Hall stand today.

* Oral history reveals that a fourth building, for black students, was erected at the same time, located where the Verle Pope Complex is now.

1885 The school opened. Note: There are contradictions on when the school opened. An editor's note to Thomas H. Coleman's speech to the Florida Association of the Deaf said the school opened February 1885.

Estelle Anderson, in her article, wrote that the school opened February 1886 but the students did not arrive until May of that year.

1885 is currently considered the year during which the school was founded.

1891 The Institute Herald, the former name of our school publication was started.

1898 May 26
First commencement. Artemas Winfred Pope and Cora Carlton were the first graduates of the Deaf Department.
Their diplomas showed the name of the school, State Institute for the Education of the Deaf and the Blind.

1903 The name of the school was changed to Florida School for the Blind, Deaf and Dumb.

1905 The name of the school was changed to Institute for the Blind, Deaf and Dumb.

The City of St. Augustine purchased and gave to the school, 12 acres of land for school expansion.

1909 The school changed its name to Florida School for the Deaf and the Blind.

1910 Walker Hall was opened. The building was begun in 1908. It was named for Dr. Albert H. Walker, superintendent from 1906 until his death in 1927.

1912 Pope Vocational Building, known as the Industrial Arts Building for the Deaf(was rebuilt in 1963). Named for Artemas Winfred Pope, one of the first graduates of our school, who also taught printing from 1943 until his death in 1965.

SELECTED CHRONOLOGY OF F.S.D.B. HISTORY (continued)

1914 Industrial Arts Building for the Blind was dedicated. It now is being used as the Vocational Evaluation Center and TV Studio. This building was originally built as the Industrial Arts Building for the blind (broommaking and woodworking). Through our history, the function of the building has been changed many times.
It is believed to be the oldest building still in existence on the campus.

1920 Bloxham Hall was opened, having been named for Governor William Dunn Bloxham.

The Infirmary was built. When wings were added to the Infirmary in 1960, it was named after Thomas H. Coleman, founder of the school.

Wartmann Hall was opened. This building was named for Edgar A. Wartmann, member of the Board of Control, 1907-1928. He lived in Citra: born 1856 and died 1934. Building dedicated in March of 1922.

1927 Rhyne Hall was opened and named for Mary Rhyne, houseparent for 24 years.

McLane Hall was opened and named for Willie McLane, houseparent for 40 years.

1939 Household Department Building was built.

1948 Moore Hall was opened and named for Lucille M. Moore, supervising teacher.

1949 James Hall was opened and named for Virginia H. James, daughter of Katie Gregg. She was a teacher of black deaf students for many years.

1952 * Gregg Hall was opened and named after Katie Gregg, a matron of black students for many years.

Settles Gymnasium was opened and named for Dr. Clarence J. Settles, president from 1932 to 1952.

1954 Knowles Hall was opened. It is named for Inez Harrison Knowles, a deaf, black teacher who taughts at F.S.D.B for many years.

1965 Hogle Shops were dedicated. The boiler was completed in 1964 and the Maintenance Shop in 1965. They were named for Eugene Hogle, a deaf building superintendent for many years.

MacWilliams Hall was opened, named for Colonel W. A. MacWilliams.

Bryant Hall opened and named for Governor Farris Bryant.

SELECTED CHRONOLOGY OF F.S.D.B. HISTORY (continued)

1967 Gore Hall opened, having been named for Robert H. Gore, Sr., a member of the Board of Control.

Vaill Hall was opened and named for Captain Edward Eugene Vaill.

Gibbs Hall was opened and named in honor of Thomas Gibbs, teacher of the blind from 1921 to 1956.

1970 Walker Hall was opened after renovation.

Memorial Hall was opened.

1971 Kramer Hall was opened and named in honor of Henry D. Kramer, chairman of the Board of Trustees, 1963-1965.

1980 Verle Pope Complex was opened. Named for State Senator Verle Pope, son of Artemas and Cora Carlton Pope, the first graduates of the school.
Pope Complex consists of Gregg, Knowles and James Halls.

Interfaith Chapel was built with funds raised by Mrs. Bernard Castro and The Foundation for the Schools for the Deaf and the Blind of Florida, Inc.

* Acknowledgement of race here is for recognition of historical fact only and is in no way intended to reflect prejudice of any kind.

See the Bibliography section of this packet for sources of information.

SOCIAL / ANECDOTAL HISTORY

Sarah Davenport

1984

Sarah Davenport

Teacher of Elementary Blind Students

1925 - 1966

Interviewers: Karen Matheny and Herb Angus

Date: June 28, 1984, at the Davenport home in St. Augustine

Audiotape Three

General topics of conversation:

.living on campus in the late 1920s, early 30s..salaries, classrooms, school day, free time
.teaching of braille/conversion from New York Point
.Ponce de Leon days in St. Augustine
.special programs, pageants, chapel programs
.transporting students by train home and to school
.old memories of St. Augustine: cobblestone streets, the Island and growth of Davis Shores, the wooden bridge, the trolley to the Alligator Farm
.special field trips: the lighthouse, Surfside Beach (Vilano)
.student conduct

Mrs. Davenport gives a "folksy" combination of recall and anecdotes about people she knew who worked at the school and of life while living on campus. She has information regarding details of various buildings, beginning with the three on campus when she arrived in 1925. She, with most other teachers, lived in the same building as the students, which also housed the classrooms and the dining rooms. She recalls being paid $75.00 a month.

Mrs. Davenport recalls the old lily pool, and one particular night when her coworker fell in the pond while going back and forth to check to see if her classroom was locked. She had to be fished out by the night watchman.

Regarding school life, Mrs. Davenport recalls the changes to braille, and the need for recreational games and leisure activities. She describes the Ponce de Leon days in April, as well as the Christmas plays which were put on for the community. Some of her special memories involve riding the train home with the students to Pensacola.

Finally, Mrs. Davenport remembers seeing early cars and talks about many interesting recollections of early streets and life in St. Augustine.

Audiotapes may be checked out through the
Library-Media Center in Walker Hall Annex
or the Library in Bryant Hall.

Otis Knowles

1984

Otis Knowles

Dormitory Supervisor, Classroom Supervisor and
Athletic Director of both Deaf and Blind students,
South Campus 1938 - 1967.

Interviewers: Karen Matheny and Herb Angus

Date: June 28, 1984, at the Knowles home in St. Augustine

Audiotape Four

General topics of conversation:

.dormitory life and conditions in the late '30s, South Campus
.anecdotes about a famous student, Ray Charles
.anecdote about visits to the school farm
.student responsibilities at F.S.D.B.
.conditions and life under a segregated school system
.athletic teams and travel
.experiences during the hurricane of '46 and the snowstorm of '50

The majority of the discussion focuses on the South Campus and how segregation affected the education and lives of students and staff. Mr. Knowles gives quite a lot of descriptive detail regarding life in old Knowles Hall, which was the only building on South Campus when he began work at F.S.D.B. He describes life and classrooms under crowded conditions. Mr. Knowles' recollections about the difference in the black and white campuses are scattered throughout the tapes.

Mr. Knowles relates two interesting stories about Ray Charles,stemming from his personal association with him while he was a student at F.S.D.B. He also tells of a field trip to the dairy, and shares stories about job responsibilities which students had at the school in the dining room, yard, dormitories,and on the farm. Mr. Knowles' descriptions of travel throughout the south with the Rattlers, as Commissioner for Athletics for the Southeastern Schools, and of traveling with students on trains on their way home, are especially interesting.

The last part of Mr. Knowles' narrative describes a large hurricane in 1946 and first experiences with snow in 1950.

Audiotapes may be checked out through the
Library-Media Center in Walker Hall Annex
or the Library in Bryant Hall.
or the Library in Bryant

Dorothy and Albert Macy

1984

Dorothy and Albert Macy

Students In The Blind Department

Albert 1909 - 1928 Dorothy 1927 - 1931

Interviewers: Karen Matheny and Herb Angus

Date: June 29, 1984, at the Macy home in St. Augustine

Audiotape One

General topics of conversation:

- .detailed memories of school life in early days, encompassing all parts of life, academic and social
- .recollections of the farm and barn on campus prior to its move north of town
- .descriptions of food, menus, free time, weekend activities, boy-girl dating, discipline
- .first contacts with modern inventions: radio, electricity
- .commencements as community affairs
- .Ponce de Leon celebrations

Both Mr. and Mrs. Macy are eager and enthusiastic in sharing their memories and have amazing recall of many specific details of life at F.S.D.B. Their memories point up many differences in past and present social customs and school curriculum. With insight and humor, they relate both positive and negative parts of their lives as compared with ours today.

Mr. Macy first started attending F.S.D.B. in 1909 when all students occupied one building. He recalls the switch to braille from New York Point, and describes a highly structured school life with a lot of emphasis on Christian living, literary meetings, music and planned activities. Mr. Macy's descriptions of food at school are specific and clear. He recalls many menus involving little meat. He comments on dating rules, according to which, boys and girls did not talk with each other unless they received permission. He includes many specific examples of boy-girl associations.

Of particular interest are memories of the first crystal set, in 1923 and of students who had never used electricity until they came to F.S.D.B. Commencement is described as a major community event, more like a program than a ceremony as we have today. The first dredging operations, beginning in 1919, are also described from an eye-witness viewpoint. At the end of the second side of tape one, the Macys describe the Ponce de Leon celebrations held in St. Augustine, at which F.S.D.B. took an active role. The description is continued on tape two.

ALBERT AND DOROTHY MACY, continued

Audiotape Two

General topics of conversation:

- .Ponce de Leon celebrations in St. Augustine
- .the old infirmary, medicine, illnesses and influenza epidemic of 1918
- .celebration of the 1918 armistice
- .telephones and the acquisition of news
- .death of Dr. Walker November 21, 1927 and memories of Dr. Walker

Tape two, a continuation of tape one, opens with a continuing description of the Ponce de Leon celebrations held in St. Augustine in April during the 1920s, and of some cultural opportunities available at the Ponce. Mr. Macy then comments on the infirmary and medical care at F.S.D.B.

Mr. Macy's memories of celebrations surrounding the armistice are interlaced with the lifting of the influenza quarantine and the blowing of the water-works whistle to signify important events. The students from the school enjoyed going downtown to the celebrations, including burning Kaiser Bill in effigy and singing war songs.

Particularly poignant memories are expressed when recalling the sudden death of Dr. Walker. The close relationship Dr. Walker held with the students is told in a number of anecdotes.

Audiotapes may be checked out through the
Library-Media Center in Walker Hall Annex
or the Library in Bryant Hall.

Carl Holland

1984

Carl Holland

Student, Military Arts Instructor and Dormitory Teacher

Early 1910s - early 1970s

Interviewer: Eddie Gobble

Date: July 6, 1984

General topics of conversation:

.being a student
.introduction of military instruction at F.S.D.B.
.typical military drills, frequency
.demise of the military instruction

Mr. Holland has a deaf sister and a deaf brother who attended the school with him. Their home was in West Palm Beach. The deaf sister now is Mrs. Lillian Hogle, wife of Eugene Hogle in whose honor the Hogle Shops were named. The deaf brother, Luther Holland, passed away a few years ago.

Mr. Holland remembers the original school buildings. They were located where the present Verle Pope Complex sits. The front of the original buildings faced south. There were four buildings in the original group as opposed to three as is popularly believed. The fourth one was for the black students and because of "Jim Crowism" (segregation) the fourth was rarely mentioned in various documents.*

Three of the original buildings were interconnected. The central building held the dining room, kitchen and administrative offices. One end was used as classrooms, the other end was a dormitory.

The superintendent Mr. Holland remembers best is Mr. Pasco. He also remembers an orange grove where Nelmar Terrace is now. The National Guard Armory was originally the site of the public waterworks.

During Mr. Holland's high school years there was a national trend among schools for the deaf, to include military arts instruction in the

curricula. Tito Lundheim, a graduate of Gallaudet College, was hired to start a military instruction program at F.S.D.B., especially for the Department of the Deaf. The military instruction program was a forerunner of the present physical education program.

When Mr. Holland graduated, he was hired as a houseparent and sent to New York School for the Deaf (Fanwood) in White Plains, to be a post-graduate student and to study the Fanwood military instruction system. After a year, he graduated from Fanwood and returned home to take up his duties at F.S.D.B. One more year passed with Mr. Holland and Mr. Lundheim working together in the military instruction program. Eventually, Mr. Lundheim got a better offer from Minnesota School for the Deaf and left St. Augustine, leaving Mr. Holland the responsibility of running the military instruction program.

The male students were required to participate in the military arts instruction program. The program ran like this: every Sunday afternoon following lunch the boys would change into their naval uniforms. They would drill for about two hours. Sunday afternoon was the only time the boys practiced in uniform. Often when there was adequate light after the dinner hour in the evening, the boys would hold the military parade drills in their regular school clothes prior to study hour.

There were student officers whose function was to be dormitory monitors. The officers/monitors were referred to as "sergeants." Mr. Holland was the top man in the dormitory, as he was the head counselor and leader in military instruction. He used a "communication system" by passing instructions to the "sergeants" who carried out the commands. For example, instead of telling the boys to line up before lunch, he would go through the chain of command and tell his officers/monitors that it was time to line up and the sergeants would see that the rest of the boys lined up for the meal. The officer/monitor students executed similar duties to those of "student leaders" or student aides today.

The marching field was in the general area of Settles Gymnasium. At that time the area was next to the marsh. Building Settles Gym was the first step in the demise of the military instruction at F.S.D.B. When the gym was ready to be built, the administration could not find a place adequate to hold the military drills so the administration instructed Mr. Holland to "freeze" the military instruction program until they would find a suitable place.

About the time the gym was finished, there was a change in administration at the school. Dr. Settles retired and Mr. Wallace came in as the new President. Mr. Wallace, facing a load of decisions to get the whole school running, again put the military instruction program on hold.

It was about 1955 when the military instruction program was "unfrozen" and given consideration. Mr. Wallace asked Mr. Holland to identify specific needs to get the program going again. Mr. Holland complied with a list of neccessary items..with an accompanying list of expenses. The expenses were deemed too high because a lot of uniforms needed to be replaced as well as other new equipment purchased. Finally a decision was made that the costs were prohibitive and this decision sealed the doom of the military arts instruction program at F.S.D.B.

* Acknowledgement of race here is for recognition of historical fact only, and is in no way intended to reflect prejudice of any kind.

Dean Pritchard

1984

Dean Pritchard

Student during the World War II

Interviewer: Eddie Gobble

Date: September 5, 1984

General topics of conversation:

.impact of World War on the school
.reaction to Pearl Harbor
.high turnover of dormitory personnel
.impact of rationing on student lives
.defense work and certain students
.draft induction of F.S.D.B. students

Mrs. Pritchard was a junior high school student when the United States entered the second World War and graduated a year or so after the end of the war. She has memories of being a student at F.S.D.B. during that time in our nation's history.

The news of Pearl Harbor reached the campus about an hour before suppertime Sunday, December 7, 1941. Mrs. Pritchard, being not so sharp on current events and geography, recalls being confused, but could remember also the alarm and excitment in the atmosphere. The next day being Monday, and a regular class day, the teachers spent almost all day explaining what happened at Pearl Harbor. Also, the teachers explained to the students when Congress declared war on Japan and Germany.

The School did not feel the immediate effect of the war for about six months because it took the United States about six months to get ready for the war. The first Christmas--a few weeks after the Pearl Harbor incident--was just another regular Christmas. Nothing was noticeably different until about a year later when the effect of the war was felt by the student body.

One of Mrs. Pritchard's brothers signed up with the Navy before Pearl Harbor. He was stationed in Norfolk, Virginia and stayed there almost all through the war until he was shipped to England to get ready for the D-Day invasion. Mrs. Pritchard remembers getting censored mail. The censored mail had

information on geographic locations, dates and the like clipped out. The soldiers and sailors were not permitted to tell their families where they were being shipped but they could say they were going overseas in a few months.

She remembers her brother urging her parents to get Dean (Mrs. Pritchard) out of St. Augustine because the Atlantic Ocean was swarming with German U-boats. Mrs. Pritchard was never taken out of school. She remembers, however, a very loud explosion one Sunday afternoon and the local newspaper the next day said that a German U-boat was sunk near St. Augustine. The newspaper was not permitted to say the exact location. Because she could hear the explosion, she believed the boat was very near--nearer than most people might have thought.

In the middle of the war, there was a very high turnover of dormitory and academic personnel. Each floor in McLane Hall had just one supervisor at a time. Yet the first floor had about four different supervisors in one year. In addition to that, Henrietta Abbott Samples, a senior, was called in to help supervise the floor two different times, each time for about a month. She also remembers many male teachers being drafted.

As a regular feature of school registration, parents of the students sent in certain ration books assigned to the students. Then the school could buy sugar and other items with the student's ration coupons through the year. The school managed to stretch the sugar ration so the students returned home for the summer with ration coupons assigned for the months of June and July. Of course, that delighted the parents.

She remembers taking part in school drives for war efforts such as war bond sales, collection of metals and the like.

A regular event in the student's life at F.S.D.B. during World War II was a trip to Camp Blanding. The purpose of the trip was to be inducted into the military services. Deaf students were not excused from responding to

those notices. Eventually it became a tiresome thing for the school administration and probably for the local military authorities. Then a satisfactory working arrangement was made between the school and the military: if a student got an induction notice, he would notify the president and the president would then call the military office at Camp Blanding and the name of the student was removed from the list.

Probably the greatest thing for the students during WWII was summer employment. There was plenty of defense work to do and the students could easily find a good paying job for the summer. The trick however, was to find one that was not too important to the war effort or the employer, for there was a chance the employer would not release the student from his job in order for him/her to continue schooling. Precisely that happened to Edward Thompson and Ruth Holoman who were refused permission to return to school. The school intervened and was unsuccessful.

The end of the WWII was not really a surprise because everyone somewhat anticipated it--it was a matter of when, rather than a matter of "if."

POSSIBLE CLASSROOM ACTIVITIES

Possible Classroom Activities

1. Following oral interviewing procedures used in this packet, a research project could be conducted involving a trip into the community to talk to additional people with knowledge of F.S.D.B. and school life in the "old days."

2. Develop charts:"then" and "now."

3. Write paragraphs, essays or research papers involving comparisons of F.S.D.B. at various points in its history.

4. Develop historical "blocks" for insertion into the Herald with trivia information regarding the school history.

5. Construct a photographic essay of buildings on the present campus, with paragraphs describing their history and location.

6. Take a fieldtrip to the Dragon's Lair to examine pictures of past presidents of F.S.D.B.

7. Do original research, examining original Heralds for old maps, old rules, old time pictures, etc.

8. Consider the following sample topics for further study:
   a. Why was F.S.D.B. located in St. Augustine...what is its place in Florida history?
   b. What place does F.S.D.B. play in the education of deaf and blind children in the State of Florida?
      1) Comparative maps could be made of numbers of students from each county who attend
      2) Graphs showing growth of school population

9. Develop a trivia game based on tapes of oral history, original research, etc.

ADDITIONAL RESOURCES

Additional Resources

1. Department of State...State Library of Florida
   Florida History Museum
   contact: Barbara Mattick 277-2651
   Bob MacNeil 278-1484

2. Florida State Archives
   contact: Debra McGriff, Research Department
   Joan Moore, Photographic Collection
   277-2073

3. St. Augustine Historical Society
   271 Charlotte Street
   St. Augustine, Fl. 32084
   contact: Mrs. Jacklyn Fretwell, Newspapers on Microfilm
   824-2872

4. St. Augustine Record
   contact: Ann Heyman
   Fred Whitley
   829-6562
   Newspapers on file to 1898 (microfilm)

5. Florida School for the Deaf and the Blind Libraries
   A. Biennial Reports:.
      Biennial Reports are available from 1910 onward. The 1900-1902 report is in its original condition. Others are bound. Some reports are bound under the heading: Reports of Schools: Report of Board of Control.

      Note: Biennial reports contain many photographs, specific and detailed information about school life, curriculum growth, student projects and student life, and are very interesting reading. Some have specific references to the South Campus and interrelationships between the two schools, as well as references to wartime, its effect on the school, and the changing needs of the school.
      Biennial Reports are presently located in the Deaf Library in Walker Hall Annex. These are reference materials and consequently may not be checked out.

   B. The Herald
      Heralds from November 1913 to the present day are available in two bound volumes. There are also individual copies available. Old Heralds contain many anecdotes, locals, personals, intimate glimpses of school life, local Florida History, and are very descriptive, entertaining, and informative. The bound copies and loose copies are presently located in the Lindheimer (Deaf) Library. Please remember that these are reference materials and may not be checked out.

ADDITIONAL RESOURCES, continued

5. C. Old Registers and Inventories
Several old registers from 1901-1908, 1891-1906 with lists of pupils enrolled and personal data are available. They are located in the Walker Hall Annex Library. They are in delicate condition. Please handle them with care. These are also reference materials and must remain in the library.

D. Old Photographs
Fascinating and priceless old photographs are temporarily preserved in photograph albums and will be available for checkout through the Resource Development Office, room 208 of Gibbs Hall.

E. Audiotapes
Remember there are four audiotapes available for checkout through your library (deaf and blind departments). A synopsis of the content of each tape may be found in the section of this packet labeled Social/Anecdotal History of F.S.D.B.
These tapes are informal talks between interested interviewers and people who had close association with the school for a number of years. The interviews were informal, very informative and entertaining "family talks" about life at the school in earlier times.

BIBLIOGRAPHY

Bibliography

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A Brief History of the Florida School for the Deaf and the Blind, Estelle Anderson, teacher in the school for the Deaf. *The Florida School Herald*, November, 1966, pp 3-5

The Gallaudet Almanac, compiled by Wallace Edington, David Peikoff, Hans-Dieter Baument; Gallaudet College Alumni Association, 1974

Deaf Heritage, Jack R. Gannon, National Association of the Deaf, 1981

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Reference Copy

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK N Y 10011